Lessons Learned from Developing Anchor Sets

Do:	Ways to improve:

Formatting:
• Make sure each supporting evidence submission for each student is together securely: best to use staples or butterfly clips. Avoid paper clips.
• To make it easier to read, type form or use blue ink if handwriting
 	
Types of Evidence:
• Use age appropriate materials
• Pictures or copies are the easiest to review
• Pictures of activity are great! (Make sure they are clear)
• Respect dignity of student, try to take photo from the back or arms down
• Send a transcript with media – it is difficult to hear/understand students
• Each student needs to be submitted on a separate document (video, CD, etc). – label clearly
• List student particulars on all electronic evidence: name, school, item #
 	
Filling out the Evidence Form:
• Consider all settings: not just physical location, but also place in room, people working with, or community settings
• On the bottom of the evidence form, make sure to cover each of the numbers 1-5 in the narrative.
• Amount and type of prompting needs to be written, what did you do to prompt the student?
• Use rating form item #, not standard
• One item per data collection form
• The narrative relates to the one sample being submitted, the section above (range, dates, setting) tells the whole picture
 	
Miscellaneous
• Read over the standard more than once to make sure the task aligns to the item
• Make use of general ed teacher
• Have external review other than 2nd rater
• Make tasks relevant to student and instruction
• Teacher must oversee all instruction and supporting evidence submission
	Filling out the Evidence Form:
	• Make sure student response refers to the student's performance on the task, not the student's emotional response
	• Instead of writing "minimal prompting", write what was said or done and how many times. The rater will decide what is minimal or significant.
	• Indicate whether prompting is instructional or focusing
	• Giving initial instructions is not prompting unless they need to be repeated or said again during the task
	• Leave out performance level. The rater will determine that based on the evidence provided.
	• List the range and average % for all trials
	   o "To teacher satisfaction" is not a score
	   o 100%, 0%, 0% - explain if the first was with help then independent
	   o Explain if inconsistency in scores is typical or if there is another reason
	• If student only does part of skill: identifies numbers 1-10 instead of 1-25, calculate accuracy based on the full skill (not 1-10 = 100%, but 1-25 = 40%)
	
	Sending Evidence:
	• Do not send: student projects (copy a part or take a picture of it), full copies of books (front cover only), or manipulatives (take a picture of them using them)
	• Recycled paper with printing on the reverse side, it is difficult to determine if it is related to the submission
	• Vary the activity or method of demonstrating knowledge. Do not send the same worksheet with 3 different dates unless repetition of the task is necessary for reinforcement.
	• If there is a group of students, label the student that is being reported on or block out other students
	• One data collection form and evidence per staple.
	   o Do not reference another submission to view
	   o Do not staple more than one of the student's work together or all of one districts papers together in one pile.
	
	Miscellaneous
	• Be objective: attitude toward student or assessment should be left out of narrative